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CATALOGUE NUMBER

1936-1937

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STATE TEACHERS COLLEGE

INDIANA, PENNSYLVANIA

Feb. 1936

TEACHERS COLLEGE BULLETIN

VOLUME 42 FEBRUARY, 1936 NUMBER 1

State Teachers College
Indiana, Pennsylvania

SIXTY-FIRST

CATALOGUE NUMBER

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Announcements for 1936 - 1937

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COLLEGE CALENDAR

1936-1937

Summer Session - 1936

Registration Day	Monday, June 15
Classes Begin	Tuesday, June 16
Session Ends	Saturday, July 25

Post Summer Session

Registration Day	Monday, July 27
Session Ends	Saturday, August 15

First Semester 1936-1937

Registration and Classification of Freshmen	Tuesday, September 8
Registration Day—All Others	Thursday, September 10
Classes Begin—8:00 A. M.	Friday, September 11
Thanksgiving Recess Begins—12 M.	Wednesday, November 25
Thanksgiving Recess Ends—12 M.	Monday, November 30
Christmas Recess Begins—after last class	Saturday, December 19
Christmas Recess Ends—12 M.	Monday, January 4
First Semester Ends	Friday, January 22

Second Semester

Second Semester Begins—12 M.	Tuesday, January 26
Easter Recess Begins—after last class	Thursday, March 25
Easter Recess Ends—12 M.	Tuesday, March 30
Classwork Ends—after last class	Friday, May 21
Alumni Day	Saturday, May 22
Baccalaureate Service	Sunday, May 23
Senior Day	Monday, May 24
Commencement	Tuesday, May 25

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1935—1936

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THE COLLEGE

THE STATE TEACHERS COLLEGE AT INDIANA is a state-owned and state-controlled institution devoted exclusively to the preparation of teachers for the public schools of Pennsylvania. All curricula are four years in length and all lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the appropriate field. The following curricula are offered:

A KINDERGARTEN-PRIMARY CURRICULUM, designed primarily for the preparation of teachers for the kindergarten and for grades one, two and three. (See pp. 33-34 for details.)

AN INTERMEDIATE CURRICULUM designed primarily for the preparation of teachers for grades four, five, and six. (See pp. 34-36 for details.)

A RURAL CURRICULUM for the preparation of teachers for rural schools. (See pp. 36-37 for details.)

A SECONDARY SCHOOL CURRICULUM designed primarily to prepare for teaching in junior and senior high schools. (See pp. 38-41 for details.)

AN ART CURRICULUM designed primarily for the preparation of teachers and supervisors of art in public schools. (See pp. 41-43 for details.)

A BUSINESS EDUCATION CURRICULUM designed primarily for the preparation of teachers of commercial subjects in public schools. (See pp. 44-48 for details.)

A HOME ECONOMICS CURRICULUM designed primarily for the preparation of teachers of home economics in public schools. (See pp. 48-51 for details.)

A MUSIC CURRICULUM designed primarily to prepare teachers and supervisors of public school music. (See pp. 51-57 for details.)

Students who enter the primary, intermediate, or rural curriculum may secure a State Standard Limited Certificate at the end of the second year providing they have announced their intention of securing this certificate before the close of the freshman year and have met the scholarship and other requirements prerequisite to student teaching. This certificate entitles the holder to teach in grades one to six, or, in a rural school, in grades one to eight, for a period of three years. During that period at least twelve hours of additional approved preparation in the

appropriate field must be secured which, with three years of successful experience, entitles the holder to a renewal for another three years.

Students who receive this certificate do not graduate. Graduation comes only upon the completion of a four-year curriculum and the conferring of a degree.

A graduate of the primary, intermediate, or rural curriculum who wishes to be certified for the secondary field must take a minimum of eighteen hours in secondary education, including six hours of student teaching in the secondary field. He must also secure eighteen hours of approved work in each field in which he desires certification in the secondary field.

Graduates of the secondary curriculum or of any of the special curricula may secure certification in the elementary field by taking twenty-four hours of approved preparation in the elementary field, including six hours of student teaching in that field. This preparation must be IN ADDITION to the requirements for the degree. After October 1, 1936, the requirement will be changed from twenty-four to thirty hours.

ARTS BUILDING

Part I

General Information for Prospective Students

The School Plant

Location

Buildings and Equipment

Student Life at Indiana

General Information

Fees, Deposits, Repayments

THE SCHOOL PLANT

A BILL was introduced and passed by the General Assembly in the legislative session of 1871, in conformity to the Normal School Act of 1857, permitting the establishment of a State Normal School in the ninth Normal School District. The original building was completed and first opened for students on May 17, 1875. This building, named John Sutton Hall, in honor of the first President of the Board of Trustees, is still in use and is in an excellent state of preservation. The steady growth of the school has caused a continuous expansion in its building program. No college in the state can boast an educational plant, including campus, buildings, and equipment, in better physical condition than that at Indiana.

In addition to John Sutton Hall, which now houses all the administrative offices, the post office, recreation hall, the president's home, the library, and dormitory rooms, the following are the chief buildings:

THOMAS SUTTON HALL, an addition to John Sutton Hall, erected in 1903, containing the kitchen, dining rooms, and dietitian's office on the first floor and the music conservatory on the second and third. It was named for the beloved President of the Board who has been officially connected with the college for over fifty years.

CLARK HALL, named in honor of Justice Silas M. Clark, a member of the Board of Trustees, was erected in 1906 on the site of a former building burned that year. It was used as a boys' dormitory until 1924 and since that time as a dormitory for girls.

WILSON HALL, the campus training school for grades one to six, was erected in 1893 and was named for A. W. Wilson, third President of the Board of Trustees.

LEONARD HALL, named for Jane E. Leonard, for many years preceptress of Indiana Normal, was erected in 1903 as a recitation building. It contains the laboratories, recitation rooms and the campus training school for the junior high school.

THE PHYSICAL EDUCATION BUILDING was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical education plant.

THE ARTS BUILDING, completed in 1931, houses the art, business, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

THE INFIRMARY, located in a wing of Sutton Hall, has 13 beds and is thoroughly equipped in every way not only for all the routine work of such a place but for every type of emergency as well. Two registered nurses are always on duty and physicians and surgeons of the highest type are within easy call. The health of students is a matter of first concern at Indiana.

THE POWER PLANT, which furnishes heat and light for all buildings owned by the school, has been enlarged from time to time. The last unit was added during the past year making this plant thoroughly up to date in every way and insuring a capacity to meet all needs for years to come.

In addition to these complete buildings many additions have been made as needs increased. Among these were several additions to the dining room, giving it a seating capacity of eleven hundred, and many minor changes to add to the comfort of students and the efficiency of the school. The kitchen, refrigeration plant, bakery, and dining room form a unit not surpassed by any institution in the state.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the school became a college with the right to grant degrees and the name was changed to the State Teachers College at Indiana, Pennsylvania.

The school owns 34 acres of land, 23 of which are in the original campus. In the center of this is a beautiful oak grove about which are grouped the main buildings mentioned above forming three sides of a square. The rest of the campus is beautified by a careful distribution of shrubs, roses, and other attractive flowers. On streets bordering the campus the school owns eighteen houses or "cottages" most of which are occupied as dormitories by the students.

LOCATION

INDIANA BOROUGH, the county seat of Indiana county, is located in the foothills of the Alleghenies at an elevation of about 1400 feet making it an ideal location for health and comfort. The town is noted for its cleanliness and beauty. It is easily accessible by automobile as it is located on the Benjamin Franklin Highway and is connected with all leading highways of the state by the finest concrete roads. It is also easily reached by rail, being the northern terminus of the "Indiana Branch" of the Pennsylvania Railroad, connecting with the main line at Torrence. Indiana is also on the Baltimore and Ohio Railroad which gives connections with all northern points. Bus service is available to practically all points in the state.

STUDENT LIFE AT INDIANA

THE STATE TEACHERS COLLEGE is primarily a *dormitory* school. It admits as Day Students, only those who live with parents or near relatives. The school has rooms for 700 young women.

Students whose homes are not in Indiana and who desire to live with relatives in Indiana as Day Students must have the approval of the President in advance of registration. Under no circumstances are students permitted to room or board with private families, not immediate relatives.

Young men students room in school cottages or in fraternity houses and take their meals in the college dining room.

STUDENT COUNCIL. The Student Council is made up of representatives of various classes and one representative each from the Women's Resident Student League and the Men's Student League. The purpose of the organization is to promote the best interests of the college by the regulation of student conduct in matters that do not come under the jurisdiction of the faculty, by promoting the scholastic and moral tone of the college, and by constituting "a medium for the expression of initiative and the exercise of judgment in the management of student affairs."

COOPERATIVE ASSOCIATION. This organization, made up of the Student Council of fifteen members and seven members of the faculty, has "charge of the general activities of the school, such as lectures, entertainments, athletics, etc., which are supported by fees paid by the students." It conducts a book room for the use of the students and faculty, and receives and disburses the money received from the activity fees, and receipts from the book room, athletic games, and other activities from which revenue may be received.

DORMITORY REGULATIONS. There are inevitably some regulations that pertain to the dormitory life of students. They are fully explained to students at the college. The authorities feel that there is not a single unreasonable regulation regarding dormitory life. If there be one, the authorities will gladly change it.

RELIGIOUS INFLUENCES. This college is not denominational in any sense. Its authorities, however, aim to make it a place of positive Christian influence. To this end, students are urged to attend the church of their own choice on Sunday mornings.

The Y. M. C. A. and Y. W. C. A. aid in the religious culture of all students in the institution. Every effort is made to promote Sabbath observance. Students are thus encouraged to become Christian workers, and school life is made to minister to the elevation of Christian life. Besides these associations, there are various others of a practical type and in a highly prosperous condition. There is a Vesper Service each Sunday evening which all boarding students attend. A fine recreational room has been set apart for the boys under control of the Y. M. C. A.

GYMNASIUM AND CLARK HALL

STUDENT ORGANIZATIONS

LEONARD LITERARY SOCIETY. The Literary Society has a membership of nine hundred students. The meetings are held every Monday evening at seven o'clock in the college auditorium. Interest in these meetings is stimulated in one way only, through excellence of programs. Many one-act plays are presented by the members. The greatest possible number of students participate in these and other performances so that skill and originality in program building as well as ease in public appearances may be developed.

A small annual fee is charged each member, which makes it possible to present each year some of the best professional literary talent. This talent has recently included the internationally applauded Ruth Draper, in her famous character sketches; Charles Rann Kennedy, playwright and actor; Edith Wynn Matthison, a Shakespearean star; the artistic reader of ballads, Sydney Thompson; Phidelah Rice, and Henry L. Southwick; Mr. E. H. Southern; Tony Sarg's Marionettes; Cornelia Otis Skinner; Admiral Richard E. Byrd; Carola Goya; the Abbey Players of Dublin; the Jean Gros' French Marionettes; Upton Close; Ruth St. Denis; Dorothy Sands; William Beebe; Ted Shawn and his men Ensemble; Hedgerow Theatre and Edwin Markham.

SORORITIES. Seven national professional educational sororities have chapters on the campus: Alpha Sigma Alpha, Sigma Sigma Sigma, Delta Sigma Epsilon, Alpha Sigma Tau, Pi Kappa Sigma, Pi Delta Theta, and Theta Sigma Upsilon. Only students who have completed sixteen semester hours of work with a "C" grade average and no failures are eligible for membership. The sorority life offers opportunities for growth of congenial friendships and the fostering of the highest ideals for womanhood. Broadening contacts are furnished through association with alumnae members and inter-collegiate affiliations.

FRATERNITIES. Five national fraternities of professional character now have chapters at Indiana. The Phi Alpha Zeta Fraternity was organized as a national educational and social fraternity June 4, 1927. Alpha Chapter has been active on the campus as a local organization since 1908. A chapter of Phi Sigma Pi, a national educational fraternity, was established at Indiana April 30, 1929. It took the place of Omega Chi Fraternity, a local organization founded in 1909. The Alpha Chapter is at Kirksville, Missouri. Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930. The Alpha Chapter is at Warrensburg, Missouri.

In 1928, a chapter of Alpha Phi Gamma, a national honorary journalistic fraternity, was established on the campus. Its purpose is, "To unite in a congenial group, students who are interested in the higher forms of journalism." Membership is open only to those who have served on the staffs of college publications and who maintain a high scholastic standing. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainments are eligible to membership.

OTHER ORGANIZATIONS. In addition to the activities listed above the following regular organizations have been approved and function very actively throughout the year on the campus: Alpha Omega Geographers Club, Intermediate Club, Secondary Education Club, Mathematics Club, Mother Goose Club, Newman Club, Prigrind Club, Poetry Club, American College Quill Club, Science Club, Astronomy Science Club, Sci Hi Club, Social Science Club, Travelers Club, Y. M. C. A., Y. W. C. A. and many others.

The organizations within the special departments are listed under those departments.

GENERAL INFORMATION

LAUNDRY. The laundry of all boarding students—to the extent of ten plain pieces per week, plus towels and napkins—is done in the college laundry. All pieces sent to the laundry must be plainly marked with the owner's name. Name tapes sewed on articles of clothing constitute the best identification. A laundry bag should be owned and used by every sudent.

An excellent laundry and ironing room with up-to-date equipment is maintained in the basement of John Sutton Hall for the free use of women students.

SUPPLIED BY STUDENTS. All students who live in school dormitories and men students who are assigned to rooms at private homes must provide themselves with blankets and comforts as the college and house mothers furnish only the linen and counterpanes. Such students must also provide window curtains, soap, towels, and needful toilet articles.

All students who take meals in the college dining room should bring with them an adequate supply of table napkins.

STATE SCHOLARSHIPS. Holders of State Scholarships may attend State Teachers Colleges and use the scholarship award toward meeting their expenses.

PHYSICAL EDUCATION. The elective system of activities, comprising a major part of the Physical Education program, permits upper classmen to participate in healthful physical activity beyond the prescribed work.

The following gymnasium and pool equipment has been adopted, and should be purchased in the college book room:

Gymnasium costume requirements for girls will be 2 gymnasium blouses, 1 blue cotton knicker bloomer, 2 pair white cotton hose, 1 pair gymnasium shoes, 1 worsted tank suit, 1 swimming cap.

For boys, the costume will be 2 white cotton jerseys, 2 white running pants, 1 pair light wool socks, 1 pair gymnasium shoes (Keds), 1 worsted tank suit.

Some students may wish to use the swimming caps they already possess. The following colors will be required: for beginners, red; for those who swim a little, green; for the swimmers, blue; and white for the life-savers.

VACATION CHARGES. Students remaining at the school during Thanksgiving, Christmas, Easter or Summer Recess will be charged at the transient rates.

GUESTS. Students and teachers are responsible for meals of their guests at current transient rates. All visitors staying in the college buildings over night must be registered with the Dean of Women by the person or persons entertaining them. This privilege applies only to young women of school age. Students may accompany mothers or older relatives to the hotel for meals or over night, arrangements having been made in advance with the Dean of Women. The buildings are closed to guests at 11 P. M.

HOW ROOMS ARE ASSIGNED. Students in school at the close of any school year have rooms assigned to them as follows: if girls desire to keep the rooms they have, these rooms are assigned to them. At a meeting the remaining rooms are put up in order of desirability. If two or more groups of girls desire the same room the groups draw lots for it. This process continues until all girls in school are assigned to rooms for the following year.

Entering students are assigned to rooms in the order in which their applications are received and as nearly in accordance with their preferences as possible.

HOW TO SECURE ROOM ASSIGNMENT. All entering boarding students are required to pay $10.00 in advance for the reservation of a room. This is due when the Application and Personnel Record is filed. This blank will be sent on request to any prospective student. The deposit is credited on the following semester's contingent fee. Students in school at the end of any year who reserve rooms for the following year must pay the Room Reservation Deposit by July 1st or their assignment to a room is cancelled and they take their place on the list of entering students. Students are not permitted to room alone except as indicated on page 23.

Advance Reservation Deposits will be returned to students provided they notify the college three weeks before the opening of the semester of their intention not to attend.

Rooms are not held for students beyond the first day of the semester or term unless arrangements have previously been made.

CAP AND GOWN. The regulation cap and gown, sanctioned by the Intercollegiate Bureau and Registry of Academic Costume, are worn by seniors upon the proper occasions.

ALUMNI ASSOCIATION. Since its organization the school has graduated nearly ten thousand students from its various curricula. Ten hundred seventy-nine degrees have been granted since Indiana was made a college in 1927. The love and devotion of these alumni is an important factor in the future development of the institution. At the annual meeting in May, 1933, the constitution of the Alumni Association was changed so that it is now organized on a representative basis with

the local unit in each community sending its representatives to the meetings of the executive council which meets three times each year. In this way it is hoped that every graduate of the school may be brought into relationship to the school through membership in an active local unit.

ATHLETICS

Clean wholesome athletic rivalry has a place in life, therefore a place in the preparation of teachers. Indiana has no inducements of any kind to offer athletes, except the studies of the school and the social and developmental values that accrue from participation in well-coached competitive games.

College football, basketball, baseball, track and tennis are maintained for the boys. The college sport for girls is tennis. Swimming teams for both boys and girls are possible because of the pool in the gymnasium.

Intramural athletics are emphasized at Indiana. This form of athletics makes possible the selection of college material, and gives all students a chance to learn the fundamentals of the major sports, as well as to derive the physical, mental, and social benefits of organized team play.

Women's athletics have grown beyond the limited organized club stage of development. Every girl in school can participate in the physical activity program if she so desires. The activities offered range from such individual sports as hiking, horseshoes, swimming, archery, fencing, and tennis to the socializing team games of field hockey, basketball, volleyball, and baseball.

Indiana is thoroughly convinced of the educational value of the training for wholesome living and for the wise use of leisure that may be found in the activity program for both boys and girls. It is this emphasis that makes the athletic program at Indiana different.

The fact that Indiana emphasizes the educational and character-building factors in athletics and that it offers no "scholarships" to purchase the attendance of athletes, has not lessened the interest in vigorous intercollegiate competition. Every year the college presents a team in each major sport that provides worthy competition to other institutions in its class. Within the last two years Indiana has held two state championships, one in basketball and one in football, but the winning of games is held secondary to the development of true sportsmanship on the part of prospective teachers.

SUGGESTIONS FOR ENTERING STUDENTS

PRELIMINARY. The prospective student should send for an application blank. This blank should be properly filled out and returned with the advance deposit fee of ten dollars. Rooms are assigned to boarding students in the order in which applications are received. Day students should not return the application blank without the ten dollar advance deposit fee. Only by the payment of this fee can day students be assured of admission.

All baggage and trunks are delivered in the basement of John Sutton Hall and porters deliver the baggage directly to the students' rooms.

Baggage should be plainly marked with the student's name and room number if the assignment has been made. Students living in school cottages should mark their baggage with the street address and the college dray delivers it to the rooming place.

The time between terms is very short for getting the dormitories again in readiness for students. For this reason the residence halls are not open until the opening day.

REGISTRATION DAY. On arriving at the college on the opening day of school, Tuesday, September 8, new students will be given a mimeographed sheet of directions telling them in detail the procedure to be followed in being registered and programmed. In general the following directions will be followed:

A. BOARDING STUDENTS:

1. Take all baggage checks to the college book room and pay for delivery of the baggage.
2. Go to the library, fill enrollment card, and pay your fees.
3. Girls will go to Recreation Hall where the Dean of Women will give them the room assignment and keys. Boys will go to the gymnasium where the Dean of Men will have charge.
4. Programs will be made by teachers assigned to particular groups. These teachers, the rooms in which programs will be made, and the group assigned to each will be clearly indicated in the sheet of directions.
5. Books and other school materials can be secured at the college cooperative book store. No books should be purchased until after the classes have met and a correct list of necessary books has been made out.
6. Students who are transferring from other schools and who have not had their credits evaluated should take those to the office of the Dean of Instruction.
7. The President's office is always at the service of new students.

B. DAY STUDENTS:

The same procedure as indicated above will be followed by day students except that 1 and 3 will be omitted.

FRESHMAN MEETING. All new students will report for registration, classification and other activities, Tuesday, September 8. A general meeting of all Freshmen will be held in the Auditorium at 7:30 that evening.

VISITS. Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. The student must decide between sacrificing his school work and limiting the number of his visits.

ELECTRICAL AND HEATING APPARATUS. Students are not permitted to use or to have stoves, electric irons or heaters or cookers, or any preparation for producing fire or heat in their rooms. The school provides facilities for laundry work, and a "Candy Kitchen" for whatever cooking is necessary for "spreads."

SELF HELP AND LOAN FUND

During the last two years Indiana, in common with other colleges, has had available, through the Federal aids to education, considerable opportunity for students to secure work that would aid in paying their expenses. Whether this aid will be extended for the coming year is not known. If it is there will be open to a number of worthy students, who otherwise cannot attend school, an opportunity to earn part of their expenses. If the Federal aid is not continued there will be very few opportunities for students to secure work at Indiana that will aid in paying their expenses. The few part-time positions that are available are usually filled by students who have been here two or three years.

The Jane E. Leonard Memorial Loan Fund was begun several years ago and was built up largely through the work of faculty and students. During the last three years most of the alumni units have come to the aid of the fund and some have made very liberal contributions. The available loan value has now reached about fifteen thousand dollars. The requests for loans have been so heavy that it has been necessary to limit them to seniors, although it has been possible during the last year or two to make a few loans to juniors. Under no circumstances can loans from this fund be extended to freshmen.

FEES, DEPOSITS, REPAYMENTS

A. FEES

I. STUDENT ACTIVITY FEE:

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainments, student publications, et cetera.

This fee for 1936-37 will be $6.00 per semester for State Teachers College, Indiana, Pennsylvania.

II. CONTINGENT FEE:

1. *Regular Session*

(a) A contingent fee for each student in each curriculum is charged as follows:

	Half Semester
Elementary Curriculums	$18.00
Secondary Curriculum	18.00
Art	27.00
Business Education	21.00
Health Education	27.00
Home Economics	36.00
Industrial Arts	27.00
Music (including private instruction fees)	45.00

This fee covers registration and keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine) and laboratory facilities.

(b) Students taking seven or less semester hours shall pay at the rate of $5.00 per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees; - provided that the regular contingent fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

(c) Students taking extension courses shall pay at the rate of $5.00 per semester hour; - provided that the regular fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.

2. *Summer Session*

(a) Five dollars per semester hour.
A minimum contingent fee of fifteen dollars ($15.00) will be charged.

(b) Contingent Fees—Special Curricula

In addition to the above fee for summer school, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops, or studios for the special curriculums.

III. HOUSING FEE:

1. *Housing rate for students*

The housing rate for students shall be $63.00 per one-half semester and $42.00 for the Summer Session. This includes room, meals and limited laundry.

(a) For rooms with running water an additional charge of $9.00 per student per semester, or $3.00 for the Summer Session may be made.

(b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.

(c) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional $36.00 a semester or $12.00 for the Summer Session.

2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be $9.00 per week.

3. The rate for transient meals shall be:
Breakfast, $.40; Lunch, $.40; Dinner, $.50

IV. DAMAGE FEE:

Students shall be responsible for damages or breakage or loss, or delayed return of college property.

V. INFIRMARY FEE:

After three days in the college infirmary, the college shall charge an additional $1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of $2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

VI. ISOLATION HOSPITAL FEE:

If the college maintains an Isolation Quarantine Hospital for contagious diseases, the college shall charge $10.00 per week additional, but this service charge does not include trained nurse or special medical service.

Day students, who may be admitted to the Quarantine Hospital shall pay the board rate of $2.00 a day (see V above), and in addition shall pay $10.00 a week, but this additional charge does not include trained nurse or special medical service.

VII. TUITION FEE:

Students whose residence is out of the State shall be charged a fee of $105.00 per semester; $35.00 per Summer Session. Such students shall pay the contingent fee in addition to the tuition fee.

VIII. PRIVATE INSTRUCTION FEES:

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestral instruments, $24.00 per semester—for one lesson per week.

Pipe organ, $42.00 per semester—for one lesson per week.

2. Rental of piano for practice, 1 period per day, $6.00 per semester.

Rental of pipe organ for practice, 1 period per day, $36.00 per semester.

Rental of band or orchestral instruments, $6.00 per semester.

For summer session the charge is one-third of above rates.

3. The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows:

The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

IX. DEGREE FEE:

A fee of $5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

X. RECORD TRANSCRIPT FEE:

One dollar ($1.00) shall be charged for the second and each subsequent transcript of records.

XI. DELINQUENT ACCOUNTS:

No student shall be enrolled, graduated or receive a transcript of his record until all previous charges have been paid.

B. DEPOSITS

ADVANCE REGISTRATION DEPOSIT:

A deposit of $10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter college for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. If however, the student notifies the college at least three weeks before the opening of college that he is unable to enter, or if the student is rejected by the college, repayment of this deposit will be made through the Department of Revenue, on application from the student through the college authorities.

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If money order is used it must be payable at Harrisburg, Pennsylvania.

C. NO OTHER FEES OR DEPOSITS PERMITTED

No fees or deposits, other than as specified above may be charged by a State Teachers College.

D. REPAYMENTS

I. REPAYMENTS WILL NOT BE MADE:

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.
2. For any part of the advance registration deposit for any cause whatsoever except where students give notice of intention to withdraw at least three weeks before the college opens or when the student is rejected by the college.

II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in college.

III. The advance registration deposit will be returned to students provided they notify the college not less than three weeks before the opening of the semester or term of their intention not to attend, or provided the student is rejected by the college.

In addition to the fees the average student will require approximately $25.00 per semester for books, gymnasium costume, student organization dues, etc.

TIME OF PAYMENT

June 15, payment in full of all summer session fees.

July 27, payment in full of all post summer session fees.

September 8, payment for the first half of first semester.

November 9, payment for second half of first semester.

January 26, payment for first half of second semester.

March 29, payment for second half of second semester.

HOW TO PAY BILLS AND CHARGES

All bills, including contingent fee, board, room and laundry, extra room rent, special department fees, are payable at least nine weeks in advance. Book room business is on a cash basis.

Students will not be permitted to enroll for their second semester, or any later semester, until all bills previously incurred have been paid, nor will credit be certified to other institutions or to the Department of Public Instruction until all accounts due have been paid.

Students desiring to leave school before the close of a semester must report to the president and setttle all unpaid accounts.

Meal tickets for visitors can be obtained in the office of the dietitian or in the business office.

All checks should be made payable to the Commonwealth of Pennsylvania, with the exception of the Activity Fee and this should be made payable to Doctor C. R. Foster, President.

NORTH WALK

Part II

Requirements For Admission

Curricula For Teaching in The Elementary and Secondary Schools

- Kindergarten—Primary Curriculum
- Intermediate Curriculum
- Rural Curriculum
- Secondary School Curriculum

Curricula For Teaching in Special Fields:

- The Art Curriculum
- The Business Education Curriculum
- The Home Economics Curriculum
- The Music Curriculum

The Summer Session

REQUIREMENTS FOR ADMISSION

The following is a condensed statement of the requirements adopted by the Board of Teachers College Presidents, May 13, 1932. Five general bases for admissions were set up:

1. General Scholarship
2. Character and Personality
3. Health and Physical Vigor
4. English Fundamentals and Psychological Tests
5. A Personal Interview

Candidates for admission must satisfy these five general requirements in detail as outlined below:

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade, or equivalent preparation as determined by the Credentials Division of the Department of Public Instruction.

a. Applicants ranking in the upper half of their graduating classes in high school will be admitted on certificate without further evidence of general scholarship.

b. Applicants who do not rank in the upper half of their graduating classes may be admitted on probation, provided:

1. They are recommended by their high school principal as being able to do creditable college work, and

2. Appraisal of the detailed high school record indicates to admission authorities of the college that the candidate can do satisfactory college work, and

3. A rating satisfactory to the institution is made on a scholastic aptitude test administered at the college.

Applicants satisfactorily meeting the requirements 1, 2, and 3 above will be admitted on probation. Such students will be required to withdraw from the college unless they meet the required standard of scholarship.

2. Integrity and appropriate personality as shown by an estimate by secondary school officials of the candidate's trustworthiness, initiative, industry, social adaptability, personal appearance and sympathy.

a. The estimate of the secondary school official will be recorded by a check mark in the appropriate column of a three point rating scale as follows:

	Low	Middle	High
Trustworthiness			
Initiative			
Industry			
Social Adaptability			
Personal Appearance			
Sympathy			

b. This will be included as a part of the high school record blank.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher and absence of predisposition toward ill health as determined by a medical examination at the college.

a. All applicants for admission shall present a certificate of examination signed by a physician legally qualified to practice medicine in the Commonwealth of Pennsylvania. Forms for the examination will be furnished by the college. This medical examination will be checked by the examining physician at the college and students may be required to undergo a complete re-examination.

b. Applicants may be rejected for the following reasons:

1. Incurable defects or diseases of the heart, lungs, kidneys, digestive system, nervous system (including hysteria, epilepsy, nervous instability), skin, organs of the special senses, thyroid.

2. Defective vision of marked degree

3. Permanently impaired hearing

4. Marked speech defects

5. Unsightly deformities

6. Marked obesity

Students with remedial defects may be accepted on condition that immediate treatment be undertaken for the removal of these defects.

4. Normal intelligence and satisfactory command of English as evidenced by ratings in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant and promise of professional development.

a. The purpose of the personal interview is:

1. To give the examining committee of the college an opportunity to select from the applicants for admission those persons who give promise of becoming desirable teachers, and

2. To check on the personal characteristics of the applicants who are admitted as these appear in the interview.

b. The interview will be conducted at the college or other places and at times designated by the president of the college.

ADVANCED STANDING

Advanced credit will be given for equivalent courses completed in approved institutions of collegiate grade, but no student may obtain a certificate or degree without a minimum residence of one year in this college. A student transferring from another college will be required to present a statement of honorable dismissal from the college which he last attended and to meet the same entrance requirements as any other applicant.

CORRESPONDENCE AND EXTENSION WORK

No credit can be given for correspondence or extension work toward the two-year certification unless such work was completed previous to September, 1926. Credit for extension work in certain subjects up to a total of not to exceed thirty semester hours may be accepted toward the requirement for a degree. No correspondence work is accepted.

SCHOLARSHIP GRADES AND QUALITY POINTS

The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, fair; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade I is used to record work which, so far as covered, is of passing grade, but which is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to school.

Quality points are assigned as follows: Grade A, 3 quality points per semester hour; B, 2 quality points per semester hour; C, 1 quality point per hour; D or F, no quality points.

To qualify for graduation or for recommendation for the State Standard Limited Certificate, a student must have secured as many quality points as the number of semester hours he has earned in this school toward his degree or certification. Quality points are not counted on grades from other schools but a student transferring from another school is held responsible for quality points only on work taken here.

ELIGIBILITY FOR STUDENT TEACHING

No student shall be eligible for student teaching who has not completed all the required English courses up to the teaching semester and who does not have as many quality points as he has semester hours credit in this school. Rare exceptions may be made in the case of students who have shown marked improvement in scholarship but in no case can student teaching be granted to a student who has not had at least one semester's work with a C average and no failures if he is seeking the State Standard Limited Certificate or at least two semesters with a C average and no failures if he is a candidate for a degree. Stu-

dents who wish to secure the State Standard Limited Certificate must secure a C average and no failures in one semester of the freshman year in order to be eligible for student teaching the second year.

COMMENCEMENT EXERCISES

One Commencement is held each year, at the close of the second semester. Only those students who have completed all requirements for graduation will be permitted to take part in the Commencement Exercises.

REQUIREMENTS FOR GRADUATION AND CERTIFICATION

Every student entering the State Teachers College, Indiana, Pennsylvania, selects one of the eight degree curricula offered at this institution. All curricula are definitely four years in length and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the appropriate field.

Graduates of the special curricula, Art, Business Education, Home Economics, and Music, receive the degree of Bachelor of Science in their particular field of education and the Provisional College Certificate with authority to teach and supervise the work in their special field in all grades on both the elementary and the secondary school level. These graduates are usually certified to teach at least one other field in the junior or senior high school. Further information will be found under the discussion of each department.

Those who complete the secondary curriculum receive the degree of Bachelor of Science in Education with certification in their major fields. These major fields are listed on pages 40 and 41.

Graduation from the Kindergarten-Primary, Intermediate, or Rural curriculum will entitle the graduate to the degree of Bachelor of Science in Education and the Provisional College Certificate which entitles the holder to teach in the elementary grades for a period of three years.

The Provisional College Certificate entitles the holder to teach for a period of three years the field or subjects indicated on the face of the certificate. During that period the holder must secure six semester hours of approved preparation. Upon the completion of these and of three years' successful teaching in the public schools of the Commonwealth of Pennsylvania, the Provisional College Certificate is changed to a Permanent College Certificate.

Students entering the Kindergarten-Primary, Intermediate, or Rural Curriculum who feel unable to remain more than two years may, during the first year, ask to be allowed to do student teaching during the second year of attendance. So far as practice teaching facilities will permit such applicants may have their programs for the second year so arranged that they can secure practice teaching and other courses required for immediate certification. When these students have met the requirements of two full years of work on a degree curriculum, as

modified for certification, they may receive a State Standard Limited Certificate which entitles the holder to teach in the elementary schools of the State for a period of three years. During that time the holder of the certificate must secure at least twelve additional hours of approved credit toward the degree in his field. His certificate will then be renewed for three years and within this period he will be expected to secure his degree.

All persons who have completed the work of the two-year Kindergarten-Primary or Intermediate Curriculum are admitted to junior standing for a degree provided they are graduates of an approved, four-year high school. The exact number of hours credit granted will depend upon the curriculum which the student has completed and the one in which he wishes to secure his degree. Those who become candidates for the degree in the elementary field will secure two full years' credit, but those who transfer to the secondary field will lose some credit, usually from four to ten hours.

Graduates of any two-year curriculum can secure not more than two full years' credit, 64 semester hours, towards the degree for such graduation.

Former graduates of a two or three-year curriculum at the State Teachers College, Indiana, Pennsylvania, who become candidates for a degree from this school, must do at least one-half the work required beyond previous graduation at Indiana. An amount up to one-half the required work may be transferred from other accredited schools provided the courses pursued are the same or equivalent to the required courses here. Not to exceed thirty semester hours of approved work may be taken in extension classes. Correspondence courses are not accepted.

EAST TERRACE—SUTTON HALL

ARRANGEMENT OF COURSES BY SEMESTERS

Subject to Modification for Administrative Purposes

KINDERGARTEN-PRIMARY CURRICULUM

Kindergarten and Grades 1, 2, 3

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
*Introduction to Teaching (Include social guidance on the campus)	3	3
*English I	3	3
*English Activities (Include library, voice and dramatization)	3	3
*Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3
*History of Civilization	3	3
*Physical Education I	3	1
	19	16

SECOND SEMESTER

*Psychology I	3	3
*English II	3	3
*Science II—Physical Science	4	3
*Principles of Geography	3	3
*Hygiene I—Personal and Nutrition	3	3
*Physical Education II	3	1
	19	16

THIRD SEMESTER

Psychology II	3	3
*English III	3	3
†*American Government	3	3
Arithmetic I	3	3
Music I	4	2
Art I—Elementary Industrial Art	4	2
Physical Education III—Games	3	1
	23	17

FOURTH SEMESTER

Teaching of Primary Subjects	3	3
†*Literature I	3	3
Teaching of Reading	3	3
Civic Education	3	3
Music II	3	1½
Art II—Elementary drawing, design, and color study with method of presentation	3	1½
*Handwriting	2	1
Physical Education IV—Teaching of	3	1
	23	17

† For those students who desire to teach after two years of residence on a "limited certificate," 6 semester hours of student teaching will be substituted in place of American Government and Literature I.

FIFTH SEMESTER

	Class Hours	Semester Hrs. Credit
*Educational Measurements	2	2
*Literature II (Include Pennsylvania literature)	3	3
Geography of Western Hemisphere	3	3
United States History I (Early U. S. History; include Pennsylvania course of study)	3	3
Music III (History and Appreciation of Music)	3	2
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography)	4	2
	18	15

SIXTH SEMESTER

*Visual Education	2	1
Pre-School Child	2	2
Kindergarten-Primary Theory	2	2
Speech Problems	2	2
Children's Literature and Story Telling	3	3
Science III—Nature Study	4	3
*Art IV (History and Appreciation of Art)	3	2
	18	15

SEVENTH SEMESTER

N. B. *Student Teaching and Conferences	21	14
N. B. *Techniques of Teaching	2	2
	23	16

EIGHTH SEMESTER

*History and Philosophy of Education	4	4
*Educational Sociology	3	3
Hygiene II—School and Community	3	3
Free Elective	6	6
	16	16

*Core Subjects common to all Curricula.
N. B.—Common to all Curricula but differentiated content.

INTERMEDIATE CURRICULUM

Grades 4, 5, 6

FIRST SEMESTER

*Introduction to Teaching (Include social guidance on the campus)	3	3
*English I	3	3
*English Activities (Include library, voice and dramatization)	3	3
*Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3
*History of Civilization	3	3
*Physical Education I	3	1
	19	16

SECOND SEMESTER	Class Hours	Semester Hrs. Credit
*Psychology I	3	3
*English II	3	3
*Science II—Physical Science	4	3
*Principles of Geography	3	3
*Hygiene I—Personal and Nutrition	3	3
*Physical Education II	3	1
	19	16
THIRD SEMESTER		
Psychology II	3	3
*English III	3	3
†*American Government	3	3
Arithmetic I	3	3
Music I	4	2
Art I—Elementary Industrial Art	4	2
Physical Education III—Games	3	1
	23	17
FOURTH SEMESTER		
†*Literature I	3	3
Teaching of Reading	3	3
Civic Education	3	3
Arithmetic II	3	3
Music II	3	1½
Art II—Elementary drawing, design, and color study with method of presentation	3	1½
*Handwriting	2	1
Physical Education IV—Teaching of	3	1
	23	17

† For those students who desire to teach after two years of residence on a "limited certificate," 6 semester hours of student teaching will be substituted in place of American Government and Literature I.

FIFTH SEMESTER		
*Educational Measurements	2	2
*Literature II (Include Pennsylvania literature)	3	3
Geography of Western Hemisphere	3	3
United States History I (Early U. S. History; include Pennsylvania course of study)	3	3
*Music III—(History and Appreciation of Music)	3	2
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography)	4	2
	18	15
SIXTH SEMESTER		
*Visual Education	2	1
Children's Literature and Story Telling	3	3
Science III—Nature Study	4	3
Geography of Eastern Hemisphere	3	3
U. S. History II (Include history of Pennsylvania)	3	3
*Art IV—(History and Appreciation of Art)	3	2
	18	15

SEVENTH SEMESTER

	Class Hours	Semester Hrs. Credit
N. B. *Student Teaching and Conferences	21	14
N. B. *Techniques of Teaching	2	2
	23	16

EIGHTH SEMESTER

*History and Philosophy of Education	4	4
*Educational Sociology	3	3
Hygiene II—School and Community	3	3
Free Elective	6	6
	16	16

*Core subjects common to all Curricula.
N. B.—Common to all Curricula but differentiated content.

RURAL CURRICULUM

Grades 1-8 in Rural Schools

FIRST SEMESTER

*Introduction to Teaching (Include social guidance on the campus)	3	3
*English I	3	3
*English Activities (Include library, voice and dramatization)	3	3
*Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3
*History of Civilization	3	3
*Physical Education I	3	1
	19	16

SECOND SEMESTER

*Psychology I	3	3
*English II	3	3
*Science II—Physical Science	4	3
*Principles of Geography	3	3
*Hygiene I—Personal and Nutrition	3	3
*Physical Education II	3	1
	19	16

THIRD SEMESTER

Teaching of Primary Subjects	3	3
*English III	3	3
†*American Government	3	3
Arithmetic I	3	3
Music I	4	2
Art I—Elementary Industrial Art	4	2
Physical Education III—Games	3	1
	23	17

FOURTH SEMESTER

	Class Hours	Semester Hrs. Credit
†*Literature I	3	3
Teaching of Reading	3	3
Civic Education	3	3
Arithmetic II	3	3
Music II	3	1½
Art II—Elementary drawing, design, and color study with method of presentation	3	1½
*Handwriting	2	1
Physical Education IV—Teaching of	3	1
	23	17

† For those students who desire to teach after two years of residence on a "limited certificate," 6 semester hours of student teaching will be substituted in place of American Government and Literature I.

FIFTH SEMESTER

*Educational Measurements	2	2
*Literature II (Include Pennsylvania literature)	3	3
Geography of Western Hemisphere	3	3
United States History I (Early U. S. History; include Pennsylvania course of study)	3	3
*Music III—(History and Appreciation of Music)	3	2
Art III (Advanced pictorial arts, design, color, handicrafts; bibliography)	4	2
	18	15

SIXTH SEMESTER

*Visual Education	2	1
Children's Literature and Story Telling	3	3
Science III—Nature Study	4	3
Geography of Eastern Hemisphere	3	3
U. S. History II (Include history of Pennsylvania)	3	3
*Art IV (History and Appreciation of Art)	3	2
	18	15

SEVENTH SEMESTER

N. B. *Student Teaching and Conferences	21	14
N. B. *Techniques of Teaching	2	2
	23	16

EIGHTH SEMESTER

*History and Philosophy of Education	4	4
*Educational Sociology	3	3
Hygiene II—School and Community	3	3
Free Elective	6	6
	16	16

*Core Subjects common to all Curricula.
N. B.—Common to all Curricula but differentiated content.

CURRICULUM FOR THE PREPARATION OF TEACHERS FOR THE SECONDARY SCHOOL

The State Teachers College at Indiana has for some time given special attention to the important work of preparing teachers for high schools. In the course leading to the degree of Bachelor of Science in Education for the secondary field careful provision is made for the preparation of thoroughly qualified teachers for all fields of secondary school work. A study of the following curriculum and the list of electives on pages 40 and 41 will show that it provides these important features: a broad general foundation in the field of secondary education; a thorough grounding in the science of education; from twenty-four to thirty-six hours of intensive study in each of two fields of high school work; and lastly, a full semester's practice teaching under expert supervision in the fields of the student's choice. This combination produces a teacher who is not merely a subject-matter expert but who knows the sciences that lie back of successful teaching and has had a chance to apply these sciences under expert guidance.

The demands for teachers from this department have been increasing steadily as superintendents and school boards come to realize the value of four years of real professional training for the specific work to be done. It offers splendid opportunities for young men and women who wish to enter the field of teaching in junior and senior high schools, no matter what their plans for later teaching may be. It is especially recommended to those young men who have the personal and intellectual qualities to fit them for the splendid opportunities that are now offered in the administrative and supervisory fields of public education.

SECONDARY CURRICULUM

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
*Introduction to Teaching	3	3
(Include social guidance on the campus)		
*English I	3	3
*English Activities	3	3
(Include library, voice and dramatization)		
*Science I—Biology	4	3
(Include physiology of the nervous system as a basis for psychology)		
*History of Civilization	3	3
*Physical Education I	3	1
	19	16

SECOND SEMESTER

*Psychology I	3	3
*English II	3	3
*Science II—Physical Science	4	3
*Principles of Geography	3	3
*Hygiene I—(Personal, school and community)	3	3
*Physical Education II	3	1
	19	16

THIRD SEMESTER

	Class Hours	Semester Hrs. Credit
Psychology II	3	3
*English III	3	3
*American Government	3	3
*Music III—(History and Appreciation of Music)	3	2
First Elective	3	3
Second Elective	3	3
	18	17

FOURTH SEMESTER

Problems in Jr.-Sr. H. S. Education (Include purpose, organization, and development of Jr. H. S. and extra-curricular activities)	3	3
*Literature I	3	3
*Educational Sociology	3	3
*Handwriting	2	1
First Elective	3	3
Second Elective	3	3
	17	16

FIFTH SEMESTER

*Educational Measurements	2	2
*Literature II—(Include Pennsylvania literature)	3	3
*Art IV (History and Appreciation of Art)	3	2
First Elective	6	6
Second Elective	3	3
	17	16

SIXTH SEMESTER

*Visual Education	2	1
World Problems in Geography	3	3
First Elective	3	3
Second Elective	6	6
Free Elective	3	3
	17	16

SEVENTH SEMESTER

N. B. *Student Teaching and Conferences	21	14
N. B. *Techniques of Teaching	2	2
	23	16

EIGHTH SEMESTER

Guidance	2	2
*History and Philosophy of Education	4	4
First Elective	3	3
Second Elective	3	3
Free Elective	3	3
	15	15

*Core subjects common to all Curricula.
N. B.—Common to all Curricula but differentiated content.

REQUIREMENTS FOR GRADUATION AND CREDENTIAL

The credential to be awarded on the completion of the 128 semester hours of the foregoing curriculum is the degree of Bachelor of Science in Education and a Provisional College Certificate which entitles the holder to teach in any public high school any subject in which he has earned 18 or more semester hours of credit approved for certification. After three years of successful teaching and the completion of six semester hours of additional training, the Provisional College Certificate is changed to a Permanent College Certificate.

ELECTIVE FIELDS FOR PROSPECTIVE HIGH SCHOOL TEACHERS

The person who is to teach successfully in the junior or senior high school must have *in addition to what has been prescribed,* a special preparation of 18 semester hours in each of two elective fields in accordance with the requirements indicated below. There are electives in seven fields.

ELECTIVE ARRANGEMENT OF SECONDARY CURRICULUM

ENGLISH

*Philology and Grammar 3 — 3
*Contemporary Poetry .....3 — 3
*Intensive Course in Shakespeare .....3 — 3
*Modern Novel .....3 — 3
Short Story .....3 — 3
Victorian Prose and Poetry (Include Essay) .....3 — 3
Foreign Classics .....3 — 3
Pre-Shakespearean Literature .....3 — 3

FOREIGN LANGUAGES

*In French, or Latin, after two years High School French, or three years High School Latin .....18—18

GEOGRAPHY

*Geography of U. S. and Canada .....3 — 3
*Geography of Europe .....3 — 3
*Geography of Latin America .....3 — 3
*Geography of the Pacific Realm .....3 — 3
Physiography .....3 — 3
Economic Geography .....3 — 3
Geographic Influence in American History .....3 — 3
Climatology and Meteorology .....3 — 3
Course in Field Geography .....3 — 3

MATHEMATICS

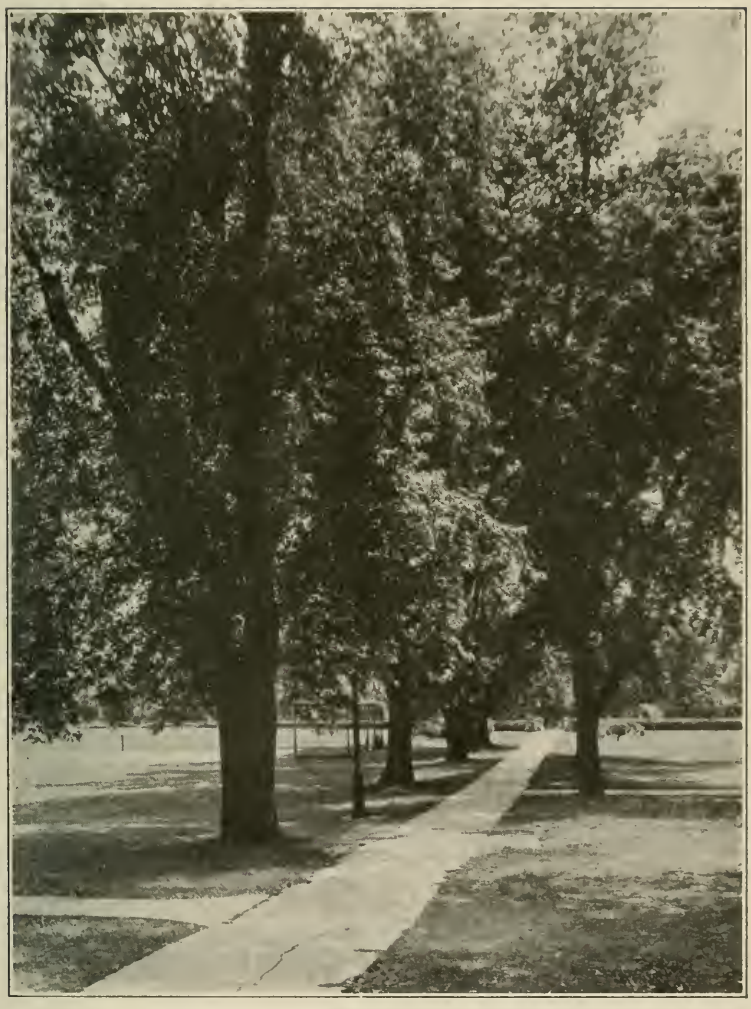
*Mathematical Analysis (a practical course in Algebra, Solid Geometry, Trigonometry, Analytical Geometry, the Differential and Integral Calculus) .....15—15
Mathematics in the junior and senior high school .....3 — 3
College Algebra .....3 — 3
Introduction to the Theory of Statistics .....3 — 3

NOTE: To elect Mathematics a student must present three high school units of Mathematics of which units Algebra and Plane Geometry must have been taken in the Senior High School.

SOCIAL STUDIES

*Early European History....3 — 3
*Modern European History .....3 — 3
*American History to 1865 .....3 — 3
*Social and Industrial History of U. S. .....3 — 3
Political Science .....3 — 3
The Origin of Social Institutions .....3 — 3
History of Latin America....3 — 3
Economics .....3 — 3

*Subjects marked with a star in each field are to be taken if this field is chosen. The remaining six semester hours are to be chosen from the list of electives not marked with a star.



EAST WALK

SCIENCE

The field of Science is broken into four distinct groups for certification. "Science" gives certification for all high school science teaching. In the other three groups certification is only in the fields indicated.

SCIENCE (General)

	Semester Hours
Chemistry	6
Physics	6
Botany	3
Zoology	3

BIOLOGICAL SCIENCE

Botany	6
Zoology	6
Physiology	3
Anatomy	3
or	
Ornithology	3

PHYSICAL SCIENCE

	Semester Hours
Chemistry	6
Physics	6
Astronomy	3
Physiography	3
or	
Chemistry	12
Physics	6

CHEMISTRY

Chemistry	18

NOTE: To elect Science a student must present one unit of Physics and one unit in Chemistry.

DEPARTMENT OF ART

At Indiana the four-year course with the degree Bachelor of Science in Art Education prepares students to be supervisors, as well as special teachers of art in senior high, junior high, and elementary schools.

INSTRUCTION. Aside from the art courses, English, science, history, government, education courses, and electives are required so that graduates from this department have broad enough background to be intelligent teachers of their special subject.

Art instruction is given in the following: art structure, design (including commercial and costume design, and interior decorating), perspective drawing; mechanical drawing; cast drawing; drawing from the draped model and from still life; blackboard drawing; sketching from nature; clay modeling; painting, both in water color and in oil. The curriculum also includes applied and industrial arts, giving practical work in weaving, pottery, textile design, construction, jewelry, leather, and metal. The art history and art appreciation course covers all periods of sculpture, architecture, and painting, including the moderns.

TEACHING AND PLACEMENT. During the senior year each student is required to teach in the training department where practical experience is gained from up-to-date methods of teaching art. The director of the department in co-operation with the training school assists graduates in securing positions.

THE ART CLUB. At Indiana there is a live art club that numbers all art students and art faculty in its membership. This club has become known for the high class of entertainment given not only at its monthly meetings, but for the college at large. Its greatest successes have been a fashion show, a carnival, an art class of fifty years ago, a group of impersonations of public and campus characters and carica-

tures in living pictures (a take-off on some modern and old masters). Annually the club gives a bronze medal (The Jean R. McElhaney Award for Excellence in Fine Arts) to the junior or the senior who has three outstanding achievements in three different fields of art.

EXHIBITIONS. In the exhibition and conference room there is constantly a showing of some of the best work of the department in drawing, painting, modeling, plaster sculpture, interior design, and work in pewter, brass, copper, and silver; or exhibitions from outside the department. Of the latter there have been exhibitions of modern American sculpture, watercolors, photography, the best prints of the year, European posters, art work of Viennese children, twenty oils by contemporary American artists, and the College-Art-Association exhibition of student work.

HOUSING AND EQUIPMENT. The entire second floor of the Arts Building is given over to the art classes. On this floor are six studios, an exhibition and conference room, a rest room, the locker-room, the director's office, and five other offices. On the ground floor facing east campus are the pottery and kiln rooms. The finest equipment, best suited to its purpose, has been installed.

With these facilities and an efficient staff Indiana stands in the foremost rank in Art Education. Great effort is made to train art teachers and supervisors who will catch the vision of the possibilities in art teaching in the present age. Because of a high degree of cultivation such art teachers aim so to teach that finer choices in selection of houses, furniture, and clothing, and better arrangements in homes, offices, stores, gardens, and clothing will be made by the children while they *are* children and when they grow to be adults. Both children and adults who have received such teaching will also know better how to spend the increasing number of leisure hours.

ART CURRICULUM

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
Drawing I	10	5
Modeling	4	2
*Physical Education I	3	1
*English I	3	3
*Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3
*Introduction to Teaching (Include social guidance on the campus)	3	3
	27	17

SECOND SEMESTER

Design I	6	3
Elementary Industrial Arts	10	5
Media (Painting)	5	2½
*Physical Education II	3	1
*English II	3	3
*English Activities (Include library, voice, dramatization)	3	3
	30	17½

THIRD SEMESTER

	Class Hours	Semester Hrs. Credit
Drawing II (Advanced)	10	5
Pottery	5	2½
Color	6	3
*Literature I	3	3
*History of Civilization	3	3
	27	16½

FOURTH SEMESTER

Design II	5	2½
Instrument Drawing (Mechanical Drawing)	6	3
Costume Design	6	3
Home Planning	5	2½
*Literature II	3	3
*Psychology I	3	3
	28	17

FIFTH SEMESTER

Advanced Design and Color (Applied to pageantry, stage setting and lighting, commercial art, etc.)	6	3
Elements of Pictorial Expression and Illustration	6	3
Education Through the Fine and Industrial Arts	6	3
*American Government	3	3
*Psychology II	3	3
	24	15

SIXTH SEMESTER

Crafts	12	6
Advanced Drawing and Painting	6	3
*Educational Sociology	3	3
*History and Philosophy of Education	4	4
	25	16

SEVENTH SEMESTER

Art History and Appreciation	5	5
Student Teaching and Conferences	10½	7
Techniques of Teaching	2	2
	17½	14

EIGHTH SEMESTER

The Art Curriculum for the Public School	5	5
Student Teaching and Conferences	10½	7
Elective	3	3
	18½	15

*Core Subjects

DEPARTMENT OF BUSINESS EDUCATION

OPPORTUNITIES. The State Department of Public Instruction has especially designated State Teachers College, Indiana, Pennsylvania, as one in which teachers of business for the high schools of the state may be trained. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as out'ined are prepared either to supervise or teach any or all of the business subjects found in any of the high schools of the state, and are certified accordingly.

A wonderful opportunity is available here for men and women of high caliber who possess the ability and ambition requisite for success in this type of work.

ENTRANCE REQUIREMENTS. Entrance requirements are the same as for other departments. Graduates from the Department of Business will find their places eventually in positions of much responsibility in the larger high schools. This suggests that only those who possess the ability, ambition, personality, and aptitudes requisite for success in such professional work and who have proved themselves in high school, should apply for entrance to the Department of Business.

We are prepared to accept a few mid-year high school graduates each January. Arrangements for entering at that time should be made well in advance. This also applies to those entering in September.

Graduates from any of the high school curriculums are eligible and rank alike upon entering.

We meet every requirement laid down by the State Department of Public Instruction for teaching in the high schools of the state. We grant a fully accredited degree recognized by the graduate schools of leading universities.

ADVANCED STANDING. Any applicant who contemplates making application for entrance to this department who has had the equivalent elsewhere in a recognized school of college grade of any of the work outlined in our curriculum, may make application for advanced standing. Such applications should be made as soon as convenient to the Director of the Department of Business Education.

EQUIPMENT. The department is well equipped throughout with a full supply of all modern office machines. Adding machines, calculating machines, banking machines, multigraphs, mimeographs, mimeoscopes, addressographs, dictaphones, files and cabinets and other up-to-date efficiency devices of modern business give the students a practical knowledge of the time-savers found in modern offices. Their uses are taught and mastered in this department. Our students become very proficient in the manipulation of such machines before graduation.

BUSINESS PRACTICE DEPARTMENT. Our business practice department is a complete business community in itself, and includes not only the procedure but also the actual atmosphere and environment

of modern business. It is equipped for efficient and up-to-date work. Much practical business experience may be procured in this department.

PRACTICAL EXPERIENCE REQUIREMENTS. These requirements are a vital and necessary part of the prospective teacher's preparation and are in addition to the courses outlined in the curriculum. Credit is given for actual business experience previously procured and also for that acquired in our own business practice department. The requirements are as follows:

The equivalent of six months of store practice, secretarial practice, bookkeeping practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the director of this department.

STUDENT TEACHING. Each student in training in the Department of Business procures more than the state requirements in hours of actual practical teaching and observation. We conduct a number of teaching centers in connection with some of the largest high schools within convenient reach. To those teaching centers our students are sent for one full semester for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes and extra-curricular activities. The work is supervised and criticized by our own experienced supervisors and critics and also by supervisors furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many contacts as possible before graduation.

THE TEACHER PLACEMENT BUREAU. A very efficient teacher placement bureau is conducted in connection with the Department of Business for the purpose of obtaining suitable teaching positions for our graduates, and also for promoting the interests of those of our number who have been teaching for a year or more and who have made good records and desire a change. No charge whatever is made for the services rendered by this bureau.

DEPARTMENT CO-OPERATION. It is desired that the Department of Business shall serve as a clearing house of commercial ideas for all the commercial teachers of the state, no matter where the teachers receive their training. This is a State School—not a private institution. Our interests are in the commercial education of the entire state and nation and are not limited to this one institution.

THE CHAMBER OF COMMERCE. There is organized, in connection with the Department of Business, a Chamber of Commerce. Frequent opportunity is afforded for public discussion and debate on current, popular topics applicable to the work. This organization fosters the formation and conduct of the commercial clubs of the high schools, wherever the assistance is desired. The officers of the Chamber of Commerce are elected from the members of the student body of the Department of Business. The work is supervised by a faculty member of the Department of Business.

GAMMA RHO TAU. This is a National Honorary and Professional Business Education Fraternity for men in commercial teaching. The purpose of the fraternity is to promote high grade scholarship and character, to encourage a research spirit among its members, to advance the professional attitude of the teacher in the class room and to forward the democratic ideal in education. The qualifications for membership shall be good moral character, high scholarship and promise of marked ability as a teacher of business subjects in secondary schools.

PI OMEGA PI. This is a National Honorary and Professional Business Education Fraternity for men and women in business and commercial training. The purpose of the fraternity is to encourage high scholarship and high ethical standards in business and professional life, and to emphasize service as the basis of all worthy enterprise. Junior and senior students in the department of business who have attained certain required standards in scholarship, character and professional attitude are eligible, upon invitation, to join the fraternity.

SUMMER SCHOOL. We conduct a complete summer school of business theory and methods for the benefit of those who have been teaching and who wish to continue for the degree. It is possible under certain circumstances for those who, for economic reasons, drop out before graduation to complete the work through summer sessions. Those interested in the summer school should write for the Summer School Bulletin.

EXPENSES. The entire expense for a school year of thirty-six weeks will amount to about $375.00. This will cover board, room, laundry, books, and department fees. Elsewhere in this catalogue a detailed list of expenses will be found.

APPLICATION FOR ENROLLMENT. Enough has been given in these few pages to give you a glimpse into the Department of Business Education.

We accept a definite, limited number of the best-qualified high school graduates each year. Those who desire to make application for entering the Department of Business should get their applications in early, in order to insure a reservation.

For more specific information concerning the work of this department, write G. G. Hill, Director, Department of Business Education.

BUSINESS EDUCATION CURRICULUM

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
*Introduction to Business Teaching	3	3
*English Activities	3	3
Commercial Geography (1)	3	3
*English (1)	3	3
Business Writing	3	1
Business Mathematics (1)	3	1
Typewriting (1)	3	1
*Physical Education (1)	3	1
	24	16

SECOND SEMESTER

Bookkeeping and Accounting (1)	5	3
*English (2)	3	3
Commercial Geography (2)	3	3
Business Mathematics (2)	3	3
Shorthand (1)	5	3
Typewriting (2)	3	1
*Physical Education (2)	3	1
	25	17

THIRD SEMESTER

Bookkeeping and Accounting (2)	5	3
*Literature (1)	3	3
Business Organization and Finance	3	3
Business Mathematics (3) with Statistics	3	3
Shorthand (2)	5	3
Typewriting (3)	5	2
	24	17

FOURTH SEMESTER

Bookkeeping and Accounting (3)	3	3
Business Correspondence	3	2
*Science (1)—Biology	4	3
Business Law (1)	3	3
Shorthand Applications	5	3
Typewriting Applications	5	2
	23	16

FIFTH SEMESTER

Bookkeeping and Accounting (4)	3	3
Salesmanship	3	3
*Psychology (1)	3	3
Business Law (2)	3	3
*History of Civilization	3	3
Stenographic Office Practice	5	2
	20	17

SIXTH SEMESTER

	Class Hours	Semester Hrs. Credit
Methods of Teaching Commercial Courses	3	3
Junior High School Commercial Courses	3	3
Tests and Measurements in Commercial Subjects	3	3
Economics (1)	3	3
Secretarial Practice (or elective)	5	2
	17	14

SEVENTH SEMESTER

*History and Philosophy of Education	4	4
*American Government	3	3
Economics (2)	3	3
*Educational Sociology	3	3
Clerical Practice and Machines (or elective)	5	2
	18	15

EIGHTH SEMESTER

Student Teaching, Observation and Conference	21	14
Techniques of Teaching	2	2
	23	16

*Core Subjects

DEPARTMENT OF HOME ECONOMICS

THE HOME ECONOMICS CURRICULUM offers educational preparation for teachers of vocational and general home economics in the elementary and secondary schools of Pennsylvania. Graduates of this curriculum receive the degree Bachelor of Science in Home Economics which is recognized for entrance to graduate courses by all leading colleges and universities. Our graduates receive a Provisional College Certificate valid for any vocational or general home economics position in the public schools of Pennsylvania. The students in this curriculum minor in English and upon graduation they are certified to teach English. They are also required to take twenty-one semester hours of science and are certified to teach general science.

ENTRANCE REQUIREMENTS. The requirements for admission to the Home Economics Department are the same as already specified, except that students must have one high school unit of chemistry. The students should have at least two other units of science, preferably physics and biology. No student should apply who does not meet the chemistry requirement. Students who have had one or more semester's work in other colleges should have a B average before applying for admission to this department.

HOME ECONOMICS EQUIPMENT. The Home Economics Department is located on the top floor of the Arts Building. Here are spacious laboratories, class rooms, dining room, unit kitchen, laundry, store rooms, conference room, rest rooms and offices. The department has been carefully planned to have all the conveniences of modern architecture. The equipment is modern and adequate in every

way. Superintendents who are planning home economics departments in new high schools are invited to inspect the equipment and the plan of our laboratories in this department.

HOME MANAGEMENT HOUSE. The Home Management House is located on the campus. It is a large airy house, attractively and appropriately furnished. It has the atmosphere of a comfortable and hospitable home. The junior students live in this house and take Home Management III under the dirction of a supervisor who lives with them. The management of this home is based on family needs, expenditures and relationships.

NURSERY SCHOOL. In connection with the Child Development Course the Home Economics Department has a nursery school which meets one afternoon per week for a period of twelve weeks each semester. Children aged two to four years, inclusive, are enrolled in this nursery school. The nursery school is the laboratory for the child development course which is given parallel to Home Management III. It is under the supervision of the instructor in child development.

HOME ECONOMICS CLUB. The Home Economics Club is affiliated with the State and National Home Economics Association. This affiliation is a means of keeping informed on club activities of national importance. All home economics students who make application for membership in the club are admitted and enjoy all the rights and privileges on the payment of their dues. The club aims to develop a social interest among the students in the department. It is a means whereby the new student finds friends and help in adjusting herself to college life and in getting acquainted with other activities outside of the department. Through the year the members enjoy together picnics, parties, and dances. One large formal banquet is given for the freshmen and sophomores in the first semester. A notable social occasion in the second semester is the "Merry-Go" for the juniors and seniors. At the regular meetings of the club interesting programs are presented under the direction of the club sponsor. Every opportunity is offered to develop initiative, leadership, comradeship, and social adjustment. Membership in two extra-curricula activities each year is required by the college.

THE PLACEMENT OF GRADUATES. The Director of the Home Economics Department assists all graduates in obtaining suitable teaching positions. Every effort is made to place the graduate in the community in which she can render her best service.

Graduates of the department who are teaching and have made good teaching records are given, on application, assistance by the Director when a change in position is desired.

STUDENT TEACHING. Student teaching in Home Economics is done in the junior and senior high schools of Indiana and Johnstown and in the vocational home economics departments at Barnesboro, Blairsville, and the vocational high school at Elders Ridge. A full semester of student teaching is required of all candidates for graduation. This work is carefully supervised by the teacher of Home Economics in each center and also by the supervisor of student teaching in the Department of Home Economics.

HOME ECONOMICS CURRICULUM

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
*English I	3	3
*Science I—Biology (Include physiology of the nervous system as a basis for psychology)	4	3
Clothing I	6	3
Inorganic Chemistry I	4	3
Principles of Design I (Costume)	4	3
*Physical Education I	3	1
	24	16

SECOND SEMESTER

Home Management I	3	2
*English II	3	3
Biology II	4	3
Inorganic Chemistry II	4	3
Principles of Design II (Household)	3	2
Foods I	7	3
*Physical Education II	3	1
	27	17

THIRD SEMESTER

Applied Design I (Costume)	3	2
*English Activities (Include library, voice, dramatization)	3	3
Organic Chemistry	4	3
Foods II	5	3
Clothing II	6	3
*American Government	3	3
	24	17

FOURTH SEMESTER

Biological Chemistry	4	3
Applied Design II (Home planning and furnishing)	4	3
Clothing III	6	3
*Psychology I	3	3
Children's Literature	3	3
Dramatic English	3	3
	23	18

FIFTH SEMESTER

Nutrition	4	3
Home Care of Sick	3	2
Family Relationships	2	2
Household Physics	4	3
Home Management II	3	3
Home Management III	6	3
	22	16

SIXTH SEMESTER

	Class Hours	Semester Hrs. Credit
*History of Civilization	3	3
Economics	3	3
Clothing IV (Costuming)	4	2
*Introduction to Teaching Home Economics	3	3
*Techniques of Teaching	2	2
Clothing V	3	2
Child Development	3	2
	21	17

SEVENTH SEMESTER

*Student Teaching	21	14
Including experience in conducting school lunch, conferences, observations, and professional reading.		
	21	14

EIGHTH SEMESTER

*Literature I or Literature II	3	3
*Educational Sociology	3	3
*History and Philosophy of Education	4	4
Elective	3	3
	13	13

*Core Subjects

DEPARTMENT OF MUSIC

The State Teachers College, Indiana, Pennsylvania, is authorized by the State Department of Public Instruction to offer the four-year curriculum for the preparation of supervisors and special teachers of music.

DEGREE AND CERTIFICATION. Graduates of the music curriculum receive the degree Bachelor of Science in Public School Music, and, in addition, the Provisional College Certificate which is a valid license to teach and supervise both vocal and instrumental music in the elementary and secondary schools of Pennsylvania for a period of three years. At the end of three years of successful teaching experience in Pennsylvania and the completion of six semester hours of additional preparation, the Permanent College Certificate is received.

OPPORTUNITIES IN MUSIC EDUCATION. The increased recognition of music as a fundamental part of our educational program is serving to emphasize to superintendents and school boards the importance of selecting as the music teacher an individual of strong character and personality and one who has a soundly developed musicianship and a broad educational outlook.

The demand for well prepared teachers capable of forceful leadership in music is such as to offer excellent opportunity for future success to superior high school graduates whose interests and abilities lead them to select the teaching of music as their work.

The college has the faculty and equipment to offer and successfully carry out every phase of the preparation and development of public school music teachers and supervisors.

REQUIREMENTS FOR ADMISSION. Applicants for entrance to the Music Department meet the general requirements for admission as given on pages 28-29.

In addition the applicant should meet the following special requirements which are considered necessary for successful work in the department:

1. The possession of an acceptable singing voice.
2. A special aptitude in such matters as pitch discrimination, sense of consonance, tonal memory and sensing rhythms.
3. A musical background as a result of private study or a successful public school music experience.
4. The ability to play the piano or some orchestral instrument representing at least two years of study.

The personal interview is given by the Director of the Department of music. These interviews have proven to be helpful in aiding the applicant to determine his fitness for the work in the music curriculum. Since we have more candidates than can be accepted, it is advisable to make application for admission to the Registrar of the college and arrange for an interview early in the new year.

EXPENSES. The entire expense for a school year of thirty-six weeks amounts to approximately $488.00. The costs for one semester are itemized below.

Contingent Fee (covering the cost of class instruction, private lessons, and piano rental)	$ 90.00
Board, Room and Laundry	126.00
Estimated cost of books, music supplies and instrumental rental	22.00
Student Activity Fee	6.00
	$244.00

N. B. The statement on Private Instruction Fees found under VIII, page 24, does not apply to the students enrolled in the Music Supervisors Curriculum. The above itemized statement of costs includes all fees charged for enrollment in the Music Supervisors Curriculum.

THE PLACEMENT OF GRADUATES. The Director assists graduates of the department in obtaining suitable teaching positions. This service is continuous and available to all successful teachers who are alumni of the department. No charge is made for this service.

Superintendents and supervising principals interested in the applications of graduates of the Music Department are invited to come to Indiana to study the personality of the individual candidate and observe his efficiency in classroom teaching and the conducting of larger group organizations in music.

STUDENT TEACHING. Students in the Music Curriculum at Indiana gain their knowledge of and experience with teaching situations through three definite steps and procedures:

1. By observation periods in the training school during their freshman and sophomore years. These observations are to show techniques while taking prerequisite courses in college, not to professionalize subject matter.

2. In actual teaching assignments in the training school during the junior year as part of the courses in materials. These assignments are limited in scope but definite as to requirements and responsibility.

3. The fourteen semester hour requirement in Student Teaching is fulfilled during the senior year. This work is done in the elementary and junior high schools located on the college campus, and in the elementary, junior and senior high schools of the Indiana Borough Public Schools.

The student teaching assignments are made so that each student may have experience in teaching in each of the six elementary grades for a period of nine weeks, and for a period of eighteen weeks in the secondary schools. Personal responsibility for the quality and progress of the music work in each of these assignments gives the young teacher a background of experience in meeting and solving the psychological and technical problems common to the varying age levels.

Underlying the entire process, the functional value of music to the individual and to society is made the Touchstone of Music Education.

PRIVATE INSTRUCTION. The curriculum in music is designed to give opportunity for an intensive preparation in musical content and techniques. As an integral part of a well-planned series of musical, professional and cultural courses, continuous study of voice, piano and orchestral and band instruments is required. These essential factors in the preparation of intelligent leadership in music education are required and made available to all students of the music curriculum without additional cost beyond the regular contingent fee for the music curriculum. These knowledges and skills must be adequately translated into usefulness through individual and group performance. Much experience in listening to and participating in public performance is required in connection with the many public recitals and concerts given throughout the year. Therefore private instruction which is listed in each semester presents two phases of work, viz:

1. Private instruction in voice, piano, violin and other stringed, woodwind and brass instruments of the orchestra and band, and

2. Group musicianship.

In addition to the organizations listed below, students are given experience in small ensemble groups such as stringed groups, woodwind quartets and groups, brass quartets and groups, etc. This work stimulates immediate growth and prepares the students for teaching similar groups in the public schools. It is out of these groups that the larger organizations draw experienced players.

MUSICAL ORGANIZATIONS. The larger musical organizations are:

THE A CAPPELLA CHOIR. The membership of the A Cappella Choir is made up for the most part of students who are enrolled in the music supervisors curriculum. The repertory draws from both sacred and secular musical literature. The choice of materials used in building the programs gives the performers an intimate acquaintance with the various schools of choral literature. During the period of membership the student experiences the development of and the reaction to a number of programs suitable for many occasions.

The work of the choir fills the need for the artistic growth of the individual and prepares him for leadership in the better high schools supporting a cappella group singing. The organization contributes to the cultural and social life of the college and community through the giving of a number of public performances.

THE VESPER CHOIR. The Vesper Choir is a girls' organization. Membership is required of all first and second year girls in the music department and is open to a limited number of girls from other departments. The materials used represent a high type of musical literature. The work is largely A Cappella. This organization furnishes music for the Sunday evening vesper service.

THE MEN'S GLEE CLUB. The aims of this organization are to afford personal enjoyment through participation in ensemble singing, and to contribute to the public enjoyment by appearing at various college functions. Membership is required of all first year men in the music department and is open to all other men upon tryouts with the director.

THE LYRIC CHOIR. The Lyric Choir, a musical organization for girls, draws its membership from every department in the school.

The aim of this club is two fold: to furnish real pleasure to its members through the singing of the best secular music, and to contribute to the musical life of the college by appearing on programs throughout the year.

THE COLLEGE ORCHESTRA. The College Orchestra is an organization of symphonic proportions. It plays a fine repertory of classic works as well as an ever growing list of more modern works. By means of several public appearances yearly, the orchestra contributes to the cultural and social life of the college. Members of the department of music are provided a fine experience in program building of a varied nature and an indispensable orchestral experience while students from outside the department are afforded a delightful music experience.

Membership is open to any student who can qualify. Students with orchestral experience are encouraged to bring their instruments and apply for memberships in this organization.

THE COLLEGE BAND. The College Band is an organization of concert proportions. Any student in the college who has gained suitable proficiency on his instrument is encouraged to apply for membership in this organization. The band has won for itself a recognized place in the social and recreational life of the school.

CURRICULUM FOR THE PREPARATION OF TEACHERS AND SUPERVISORS OF MUSIC

FIRST SEMESTER

	Class Hours	Semester Hrs. Credit
*Introduction to Teaching	3	3
*English I	3	3
Harmony I	3	3
Sight Reading I	3	1½
Dictation I	3	1½
Private Study—Voice, Piano, Organ; Strings (Violin, Viola, 'cello, Bass); Woodwinds (Flute, Oboe, Clarinet, Bassoon); Brasses (Trumpet, French Horn, Trombone, Tuba); and Percussion Instruments. Chorus, Orchestra, and Band. Arrange work for greatest benefit of students	9	3
*Physical Education I	3	1
	27	16

SECOND SEMESTER

*English II	3	3
*English Activities	3	3
Harmony II	3	3
Sight Reading II	3	1½
Dictation II	3	1½
Private Study (See First Semester)	9	3
*Physical Education II	3	1
	27	16

THIRD SEMESTER

*Science I—Biology	4	3
*History of Civilization	3	3
Harmony III	3	3
Sight Reading III	3	1½
Dictation III	3	1½
Private Study (See First Semester)	9	3
Eurythmics	3	1
	28	16

FOURTH SEMESTER

*Psychology I	3	3
*Literature I or Literature II	3	3
Harmony IV	2	2
Elements of Conducting	2	2
Private Study (See First Semester)	9	3
Materials I	3	3
	22	16

FIFTH SEMESTER

	Class Hours	Semester Hrs. Credit
*Educational Sociology	3	3
Harmony V	2	2
History of Music I	3	3
Materials II	3	3
Private Study (See First Semester)	12	4
Eurythmics	3	1
	26	16

SIXTH SEMESTER

*American Government	3	3
Harmony VI	3	3
History of Music II	3	3
Materials III	3	3
Private Study (See First Semester)	12	4
	24	16

SEVENTH SEMESTER

*Student Teaching and Conferences	10½	7
*Techniques of Teaching	1	1
Private Study (See First Semester)	6	2
Elective (Music Appreciation or Elective)	3	3
Elective (Advanced Problems in Conducting or Elective)	3	3
	23½	16

EIGHTH SEMESTER

*History and Philosophy of Education	4	4
*Student Teaching and Conferences	10½	7
*Techniques of Teaching	1	1
Private Study (See First Semester)	3	1
Elective (Organizing and Rehearsing of School Orchestras and Bands or Elective)	3	3
	21½	16

*Core Subjects

N. B.—The electives listed above may be chosen from the fields of English or Social Studies thus completing the eighteen semester hours requirement for certification in the respective field.

MUSIC COURSES OUTSIDE THE SPECIAL DEPARTMENT

The music courses of the primary, intermediate, and secondary curricula are listed in the respective curricula. All these courses are taught by regular members of the music faculty and the work is kept on as high a level as is that of the special courses in music.

Students outside the Music Department desiring private lessons in music may arrange for these by seeing the Director of the Department. A table of rates will be found on page 24 under Private Instruction Fees.

For further information concerning the work in the curriculum for the preparation of teachers and supervisors of music, or concerning the music work listed in other curricula, write John W. Neff, Director, Department of Music.

REPORTS ON STUDENTS' GRADES

A carefully worked out advisory system is in use at Indiana. Every student is assigned to a faculty adviser who assists the student in keeping a check on his work, advises him in regard to his program, his outside activities, his scholarship, and other matters. Two or three times each semester a report is made to each adviser concerning the students in his group who are not doing passing work. As soon as possible after the close of each semester a full report on the previous semester's work is given every student on a record card provided by the student. Reports of students' grades are not sent to the parents but are given directly to the students. It is assumed that students who are sent to college are mature and trustworthy enough to report correctly to their parents the facts in regard to their grades. If they have not reached this stage of maturity and integrity they would seem to lack qualities highly desirable in prospective teachers.

THE SUMMER SESSION

THE SUMMER SCHOOL has become an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session six hours' credit toward any certificate or toward graduation in any curriculum. High school graduates who have not previously attended college may attend summer school but they are not encouraged to do so. The courses are planned primarily for those who have had previous work and an effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation. The groups whose interests are kept particularly in mind in planning the work of the summer session are:

1. Holders of any type of limited certificate who are seeking standard certification or graduation.

2. Graduates of two or three-year curricula who are working toward degrees in their fields.

3. Holders of degrees who wish to secure the six hours required to make the Provisional College Certificate permanent, or who wish to secure additional certification.

4. Students in regular attendance who wish to secure additional credit or who wish to make up failures or incompletes received the previous year.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

DATES. The regular summer session will open on June 15 and close on July 25. A post session of three weeks will open on July 27 and close on August 15. It will thus be possible for a student to secure six semester hours credit in the regular term and an additional three hours in the post session.

CERTIFICATION REQUIREMENTS

I. State Standard Limited Certificate

The State Council of Education at a meeting held June 16, 1932, authorized the issue of a State Standard Limited Certificate for persons desiring to teach the subjects prescribed for the elementary curriculum in the public schools of this Commonwealth. This certificate is issued in accordance with the following regulations:

1. Applicants for this form of certificate must have completed an approved four-year high school curriculum, or approved equivalent education, and two years, or the equivalent, of professional preparation for teaching.

2. This certificate will be valid for three years, renewable for an additional period of three years upon a rating of "low" or better and the

satisfactory completion of twelve semester hours of further approved preparation, subsequent renewals to require a rating of "middle" or better on a State teachers' rating score card together with twelve semester hours of further approved preparation.

3. The State Limited License may be exchanged for a Provisional College Certificate when the applicant has met the requirements for this form of license as prescribed in the regulations, that is, has secured a degree and has met the requirements for certification in his field or fields.

II College Certificates

1. The Provisional College Certificate is issued to any graduate of one of the four-year curricula and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of six semester hours of additional approved training enables the holder to receive the Permanent College Certificate. This is a life certificate to teach the subjects in his field in any public school in the state.

In order to add a subject to a certificate in the secondary field credentials showing the satisfactory completion of eighteen semester hours of approved preparation in that subject must be presented.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure twenty-four semester hours of approved training in work definitely organized for the preparation of elementary school teachers, including at least six semester hours of student teaching in the elementary field. After October 1st, 1936, the requirement will be thirty semester hours. This preparation must be *in addition to* the requirements for the degree. This means that courses used to meet the degree requirements in the secondary or special field cannot be used again to apply on certification in the elementary field.

The holder of a college certificate in the elementary field may be certified for teaching in the secondary field by adding eighteen hours in secondary education, including six hours' student teaching in the secondary grades, and securing eighteen hours of approved credit in each of one or more major fields of secondary education.

PLACEMENT

PLACEMENT SERVICE. Indiana takes a vital interest in the placement of its graduates. Directors of the special departments handle the placement work within their departments. Placement in other fields is cared for by a committee of which Miss Ackerman, Director of Training, is chairman. It is hoped that in the future this committee can do more to keep in touch with alumni who are in the teaching field and who are looking for better positions. Indiana is proud of the fact that in all check-ups on placement of graduates, this school has had a larger per cent of its alumni in teaching positions than any other college in the state. There is no charge for the placement service furnished by the college.

ENROLLMENT BY CURRICULA
1935—1936

	Male	Female	Total	Total by Curricula
KINDERGARTEN-PRIMARY CURRICULUM:				
1st Year	0	98	98	
2nd Year	0	104	104	
3rd Year	0	30	30	
4th Year	0	18	18	250
INTERMEDIATE CURRICULUM:				
1st Year	33	109	142	
2nd Year	33	128	161	
3rd Year	0	22	22	
4th Year	2	15	17	342
SECONDARY EDUCATION CURRICULUM:				
1st Year	54	28	82	
2nd Year	39	24	63	
3rd Year	27	24	51	
4th Year	43	35	78	274
ART CURRICULUM:				
1st Year	2	11	13	
2nd Year	1	12	13	
3rd Year	2	11	13	
4th Year	0	13	13	52
BUSINESS EDUCATION CURRICULUM:				
1st Year	51	68	119	
2nd Year	22	33	55	
3rd Year	13	24	37	
4th Year	12	30	42	253
HOME ECONOMICS CURRICULUM:				
1st Year	0	33	33	
2nd Year	0	22	22	
3rd Year	0	20	20	
4th Year	0	27	27	102
MUSIC CURRICULUM:				
1st Year	16	22	38	
2nd Year	9	9	18	
3rd Year	6	9	15	
4th Year	5	11	16	87
	370	990	1360	1360

SUMMARY OF ENROLLMENT

College Enrollment—full-time students	1360
Part-time Students	211
Total College Enrollment	1571
Enrolled for Private Instruction (Music)	4
Enrollment in Campus Training School	412
Enrollment Summer Session, 1935:	
Full-time students	511
Private Instruction (Music)	5

ENROLLMENT BY COUNTIES

1935—1936

County	Total	County	Total
Adams	1	Lackawanna	2
Allegheny	166	Lancaster	2
Armstrong	73	Lawrence	11
Beaver	23	Lebanon	3
Bedford	9	Lehigh	2
Blair	33	Luzerne	5
Bradford	2	McKean	3
Butler	11	Mercer	11
Cambria	159	Mifflin	4
Carbon	2	Monroe	1
Center	4	Montgomery	3
Clearfield	48	Montour	1
Clinton	1	Northampton	3
Crawford	8	Northumberland	4
Cumberland	7	Perry	3
Dauphin	6	Philadelphia	1
Delaware	1	Potter	1
Elk	9	Schuylkill	3
Erie	6	Somerset	38
Fayette	32	Tioga	2
Franklin	2	Union	1
Fulton	1	Venango	11
Greene	5	Warren	3
Huntingdon	1	Washington	17
Indiana	414	Westmoreland	144
Jefferson	55	York	2
		Total	1360

CAMPUS TRAINING SCHOOL ENROLLMENT

Kindergarten	58	Fifth Grade	41
First Grade	40	Sixth Grade	40
Second Grade	40	Seventh Grade	45
Third Grade	39	Eighth Grade	38
Fourth Grade	35	Ninth Grade	36
		Total	412

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